

**Workshop 2, Homework Review – Constructive Feedback:**

- Show the captions you plan to use with the covers you selected last week.
- Show your revised DRAFT Title Page to other students.
- Bring your exhibit for open forum.
- For those who do not have computers, begin working with your mentors.

**Workshop #3 – Tactics for Success; Polishing Knowledge**

Today we discuss Story Lines, Treatment, and how to create Cut outs (flaps).

**Story Lines... How does this relate to Write-ups?**

I've reinvented the term "story lines" to initiate a concept for exhibitors to consider; "a minimum of words that deliver a maximum attention grabber". Although the punch-line is similar to Mark Twain's description for the term "sound bite", a story line is a shorter phrase or group of lean sentences that deftly capture the essence of what an exhibitor is trying to say, using the fewest words possible. Information in your exhibit, if well done, impacts your audience's memory and becomes the message you are attempting to convey. Your exhibit is a story produced from knowledge and research, in the form of words, and illustrated through the physical presence of philatelic material.

Keep your audience in the foreground. Most of us are bombarded with daily data that we refer to as information overload. Those interested in viewing exhibits will appreciate small gulps of facts instead of lengthy verses of prose inundated with colorful weasel words. Exhibiting is to educate. Get to the point quickly. Know your subject and deliver it in the simplest means possible. If someone wants to know more, they will seek you out at the show and ask to learn more. Leave drama to the news media!

In the examples that follow, I will use index cards to create an outline, capture details, and build example exhibit pages. The stamps I am interested exhibiting fall into the topical area of trams and trolleys. I want to use non-philatelic material in the exhibit, so the exhibit's classification will be in the "Display Class". Kansas City has a rich heritage of trams, cable cars, and trolleys, but there are no U.S. stamps related directly to our city.

After a quick study of this topic, and after gathering some stamps from my stock books, I immediately decided to narrow my subject to horse-drawn coaches, cable cars, and electric trolleys. I also want to use stamps from other countries, arranged with local non-philatelic

material to show how our heritage associated with trams and trolleys, parallel this history in other parts of the world; that's the story!

### Step 1 – Develop the Outline (3x5 Index Cards)

Use index cards to capture your initial thoughts. You can quickly refine your ideas as often as you like. Do this before you advance to the next step – creating the write-up for each exhibit page.

I don't know what to title the exhibit, but I have a pretty good idea how to organize the pages. But, regardless how I draw an imaginary picture in my mind, the material must be acquired to support the data on this index card.

This is a rough outline that changes as your research, write-up, material, layout and treatment (more later) matures.

Here is where you construct each of the three Title Page elements. Yes, even for an exhibit having nine pages, sections can be identified. To accomplish this, add a box with a horizontal rule at the top of each page signifying a different section of the exhibit. Refer to Tip Sheet E.

Wow! I love studying early pictures of horse-drawn trolley cars, especially from KC. This part of the story should lure and hook my audience. The pictures I intend to use should show plenty of action.

Title: \_\_\_\_\_  
Initial Outline:  
1. Page 1, Title Page & Introduction  
2. Page 2-3, Horse-drawn Coaches  
3. Page 4-5, Cable Cars  
4. Page 6-8, Electric Trolleys  
5. Addendum: Technology Moves Forward, Show/tell modern public transportation, and light rail future in KC.

Intro for Title Page  
1. This exhibit demonstrates...  
2. Trams/trolleys/streetcars experienced...  
3. During their heyday (golden era)  
4. Why were trams/trolleys important?

Horse-drawn Coaches  
1. Explain the technology  
2. Cost and effect  
3. Use postcards, photos, stamps

There were some cable cars in downtown KC. Research how the cars operated. There may not be enough room on the page to explain their operation, but you can tell that part of the story to your audiences at the frames.

#### Cable Cars

1. When did they appear and why
2. Cost and effect vs Horse-drawn coaches
3. How did they work?
4. Use postcards, photos, stamps

From the late 19<sup>th</sup> century, and well into the early 20<sup>th</sup> century, downtown was a maze of overhead wires providing power to electric trolleys. Here is where there will be too much information, so narrowing the scope while delivering interesting data is the key to this part of the story.

#### Electric Trolleys

1. Overhead wires better than Horses
2. Cost and effect vs Horse-drawn coaches
3. Faster, more economical
4. Urban sprawl
5. Car types
6. Disadvantages

End the story; when the cars left steel rails and traveled via tires. Give a summary of newer technology, and personal experience riding an LRVs from Union Station in St. Louis to the Airport.

#### Addendum: Technology Marches Onward

1. What about subways and rapid transit?
2. Don't forget elevated intercity trains
3. LRVs Light Rail Vehicles
4. Use postcards, photos, stamps
5. Experiences from St. Louis MetroLink?

#### General Outline:

- The bottom of each page must contain a scanned photo from the KC area specific to the subject and material on each page.
- The stamps on each page must be specific to the subject on each page.
- Include as much KC memorabilia as possible: tokens, tickets, post cards.
- Create a brochure. Mount to a cardboard container affixed to the bottom-front of the exhibit frame, containing the additional data from your research. Folks get to take a piece of your work home with them. Would this influence their voting?

## Step 2 – Lay Down your Research to Support the Outline (5x7 Index Cards)

Write or type your research notes into collective statements. Here is where you begin to mold the story, and also the point where you must concentrate on refining your story. Some of you will want to skip the 5x7-inch index cards and go directly to a notebook or computer to save time. Select the process that is best for you.

Immediately, you notice the volume of research cannot fit on 9 exhibit pages with the stamps and other ephemeral objects that accompany this exhibit. But, knowledge can be offered to your audiences in different ways: 1) through discussion, or 2) printing a folded brochure where copies would fit into a cardboard holder mounted to the front of the exhibit frame. Think of other possibilities for sharing research material.

### Title Page (Introduction)

This exhibit demonstrates, through stamps and postal history, the important role street railway vehicles, and the electric trolley, played in the everyday lives of people around the world!

Tams, cable cars, trolleys, and streetcars experienced their greatest popularity in America, between 1890 and 1940 (check dates). Economics pushed other nations to continue these modes of public transportation well into the latter half of the previous century.

During their heyday (the recovery years following World War I), the electric street railway industry became the fifth largest industry in the United States, employing over 100,000 people nationwide. Like the typewriter and telephone booth, all are gone now except the sounds and sights fixed firmly in the minds of those who still remember.

Take a few minutes to travel to a time not so long ago, to experience this industry, and how it moved the people who built modern cities and populated the suburbs. Journey back to a less hectic time, before automobiles took control of public transportation.

### Section 1 – Horse-drawn Coaches

#### Horse-drawn coaches replace Wagons and Buggies

Someone discovered a horse or mule could pull passengers seated in a coach more quickly and smoothly if it rode on steel wheels along steel rails. The horse-drawn streetcar, or horse-car as it was generally known, became the modern mode of transportation in many cities around the world.

People in a hurry usually traveled by foot or horse-back. But for long distances along hilly streets, foot travel was exhausting, and in bad weather, uncomfortable.

#### “4-legged” Horse Power – Cost vs. Effect

Coach owners were always looking for ways to overcome the disadvantages of using animals to keep their vehicles in motion. Due to heavy and constant passenger loads, horses and mules could only be used a few hours at a time. As a result, 8 to 10 animals had to be available for every operating coach to provide service from early morning until late evening. You can imagine some of the problems caused by animals clapping along busy city streets, not to mention sickness and disease carried by some of them.

Horses and mules required multiple stabling facilities within city limits. Handlers catered to refueling and resting the animals. The costs associated were overhead expenses unattractive to business owners and the “thing” that most generally increased costs, which passed along to passengers.

## Section 2 – Cable Cars

Steel Cables Replace Horses: An Advancement in Technology

Shortly after America's second war for independence, cable powered street railway systems became the "rage". When first introduced, there were many problems. "nay sayers" predicted the horse would prevail. By 1870, the mechanics were perfected, and most major cities in many nations put the plan into motion. Coach owners quickly converted to this more economical and dependable transportation system.

Cable Car Mechanics and Operation

Horse-drawn coaches, now referred to as "Cable Cars", or cars, were not powered by electricity from an overhead wire. Instead, they were pulled along a continuous cable that moved at a constant speed. The cable was buried a few inches below the surface of the street, in a slot between the steel rails. Giant winding wheels and a system of pulleys created a network of machines housed inside a cable barn located at one end of the cable's track. The cable barn received its energy from a powerhouse, usually generated from a series of coal-fired boilers.

The Cable Car's operator, called a "Gripman", moved one of several large grips to control movement. One of the grips attached the vehicle to the cable under the street. When the Gripman wanted the car to go forward, he pulled back on a grip, which caused a device under the car to grab the moving cable, and move it forward. To stop the car, the grip was pushed forward, which released the vehicle from the cable. To bring the car to a stop, another grip was pulled backward which was attached to a mechanical hand brake system.

When a Cable Car reached "the end of the line", it was turned around on a large manual turntable under the car by the Gripman and Conductor. Unfortunately, nobody thought of making both ends of the Cable Car the "front end" of the car with a separate set of controls, which would have eliminated the need for turntables and the cost of maintaining them. Simply, the Gripman would only need to walk from one end of the Cable Car to the other, which would then become the "front" of the car.

## Section 3 – Electric Trolleys

Overhead Electrical Wires Replace Horses – Technology Rises Again

By the late 1800's electric motor technology was perfected. The street railway industry immediately seized upon this new source of power. Mass transportation increased to unexpected proportions in most American cities and electric trolleys solved the many problems associated with horse-drawn coaches.

America's first successful electric street railway was in Richmond, Virginia in 1887. Before that year ended horse car lines were converted in most major cities throughout North America. The electric trolley became immediately popular with public ridership and the street railway industry experienced explosive growth.

Early electric trolleys were very small, about the size of a typical horse-car that sat on top of a "truck" (a pair of wheels at either end of two steel axles that rolled across steel rails). They were not very powerful, but were faster than a horse-drawn omnibus or horse car.

During warm weather months, many trolley companies operated open cars which were very popular with the public. Open cars became known as "breezers" open on all four sides to provide a cooling breeze on a hot summer's day – obviously the forerunner technology to air conditioning. Many trolley companies built and operated amusement parks along their lines as a way of generating extra revenue during the summer months. Before automobiles became affordable to the general public, many people rode trolleys to the amusement parks to relax and enjoy their free time. Remember... televisions and air conditioning had not been invented.

**Addendum – Technology Marches Forward**

New trolley lines were built to extend beyond the city limits. This sparked a major housing boom in the suburbs. The electric trolley created a new awareness and everyone tired of crowded cities: people could now live outside the city and commute to their jobs quickly, and for little cost.

The electric trolley is credited with moving the people who built modern cities, and who developed and populated the suburbs. Between the late 1880s through the early 1940s, everyone rode the trolleys. It was “the” mode of transportation. After all, many people could not afford a car.

Where does the name trolley come from? The pole on top of a trolley car has a shoe or wheel at the very end that touches, and runs along the underside of an overhead electric wire. The Trolley shoe is attached to the trolley pole which is attached to the trolley car.

Our story ends with the development and expanse of the electric trolley. For many nations, expanding trolley technology was only the first stage of development in public intercity transportation. There were subways and elevated rapid transit lines, jitneys and motor busses, and oh, by the way, in between those advancements in public transportation was the trackless trolley busses (electric busses that moved on rubber tires). Today many cities throughout the world embrace LRVs (Light Rail Vehicles) transit systems like the St. Louis MetroLink.

**General Notes:**

- The finished exhibit pages, reduced in size, are provided in Tip Sheet E.
- Comparing the exhibit pages to the data in Step 2, you can see how the initial text moved, was reworded, and the term “lean-and-mean” was applied.
- Be sure to include citations so you can give credit to the information you borrowed.

**Understanding “Treatment”**

By this time you are probably thinking, “I know what treatment is. It’s the act performed when I become frustrated and throw my exhibit pages across the room.” Not even remotely correct. To simplify the understanding of “treatment”, the information, from the APS Manual of Philatelic Judging, 6<sup>th</sup> Edition, is provided as a bulleted check list:

**What are the Aspects of Treatment?**

- Title Page/Introductory Statement
- Coverage
- Development
- Completeness
- Balance

**Title Page/Introductory Statement**

- The title reflects exhibit content: “shows the way”
- Defines exactly what your exhibit will be: PURPOSE
- Defines SCOPE of the exhibit
- May describe what will or will not be included and why: SCOPE LIMITS
- Describes organization and development via a plan: NARRATIVE

- Outline
- Bullet points

#### Coverage

- Based on SCOPE, all relevant aspects of the subject should be covered
- Coverage
- Coverage should not exclude parts of the story solely for reasons of rarity or arbitrary constraints

#### Development

- Logical development of the story: a beginning, middle, and end
- Representative showing of all important sections of the subject
- Development should have enough depth to give the story richness
- Placement of items relates to the portion of the story being told
- Lesser important aspects of the story should not be overdeveloped

#### Completeness

- All necessary philatelic and other material required to accomplish the PURPOSE and SCOPE of the exhibit should be present
- There are no redundant (called padding by judges) or irrelevant items

#### Balance

- Each section of the story or subject development should be balanced based upon the importance of each section in relation to the others...
- ... taking into account the amount of existing material available
- Balance does not equate to numerically equal

#### Checklist for Treatment

- A clear and concise title
- A clear and concise statement of purpose and scope
- A logical plan
- Plan sections as headers and sub-headers as appropriate at top of exhibit pages to aid navigation
- A story with a beginning, a middle, and an end
- Adequate and complete coverage of the subject (story and philatelic items)
- Balanced sections

## Tricks and Techniques – Making Cut-outs (Flaps)

The picture says it all. Be sure to use a very sharp blade: a dull one can hang when drawn along a straight edge and make an uneven cut. The result is rough edges easily seen by judges. When cutting, allow a tiny amount of white space to remain between the point of the blade and the printed lines (cut under the lines to keep borders).



Cut along dashed lines using a straight edge and a sharp Xacto knife.

To determine box sizes (with printed black ruled lines) for each cover or postcard, measure the width and length of each cover and add 1/8-inch to each measurement.

Want to learn more tricks and techniques for mounting material? Study Steve Zwilling's Exhibiting Tips on your Reference CD.

## Class Study Aids, References and Resources:

- a) Tip Sheet E – Trams and Trolleys Sample Exhibit
- b) Tip Sheet F – Sample Exhibit Page with Flaps

## Homework Assignment:

- Construct your exhibit page using the three covers you selected from the second session, and bring it to the next workshop.
  - Each of the covers should have a caption.
  - Show how you mounted all three covers on the exhibit page using flaps.
- Revise your DRAFT Title Page and bring it to the next workshop.